DOCUMENT RESUME

ED 061 939 JC 720 112

AUTHOR	Higgins, A. Stephen
TITLE	The Junior College Faculty in Oklahoma.
PUB DATE	70
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Admission Criteria; Cocurricular Activities; Curriculum Planning; Governance; Institutional Role; *Junior Colleges; *Program Planning; Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Participation; *Teacher Role
IDENTIFIERS	*Oklahoma

ABSTRACT

This paper is a descriptive analysis of the Oklahoma junior college system and the interrelationships existing between its faculty, students, alumni and concerned citizens. Primary emphasis was on the use of a survey attempting to describe the personal and professional characteristics of the present junior college faculty, and their attitudes and values concerning the community/junior college movement in the state and nation; the analysis of personal characteristics resulted in the development of a profile of a "typical" junior college faculty member. Other areas discussed were: (1) the relative importance assigned by faculty members to such programs as transfer, paraprofessional, vocational, and community service; (2) the self-perceived role of faculty in college governance, curriculum planning, and the development of institutional goals; and (3) faculty perceptions of admissions standards, counseling and guidance effectiveness, and supervision of student activities. (AL)

THE JUNIOR COLLEGE FACULTY IN OKLAHOMA

A. Stephen Higgins
Professor of Higher Education
Oklahoma State University

The state system of higher education

In the Fall of 1970, two new junior colleges were opened in Oklahoma, the first to be established in the state in more than 50 years. These two institutions are representative of the dual system of public junior colleges now in operation since Tulsa Junior College is state-supported and Oscar Rose Junior College (serving the Oklahoma City metropolitan area) is a "municipal" institution, supported by state appropriations and local property taxes.[1] Both types of institutions also receive part of their operating budget through tuition charges and fees.

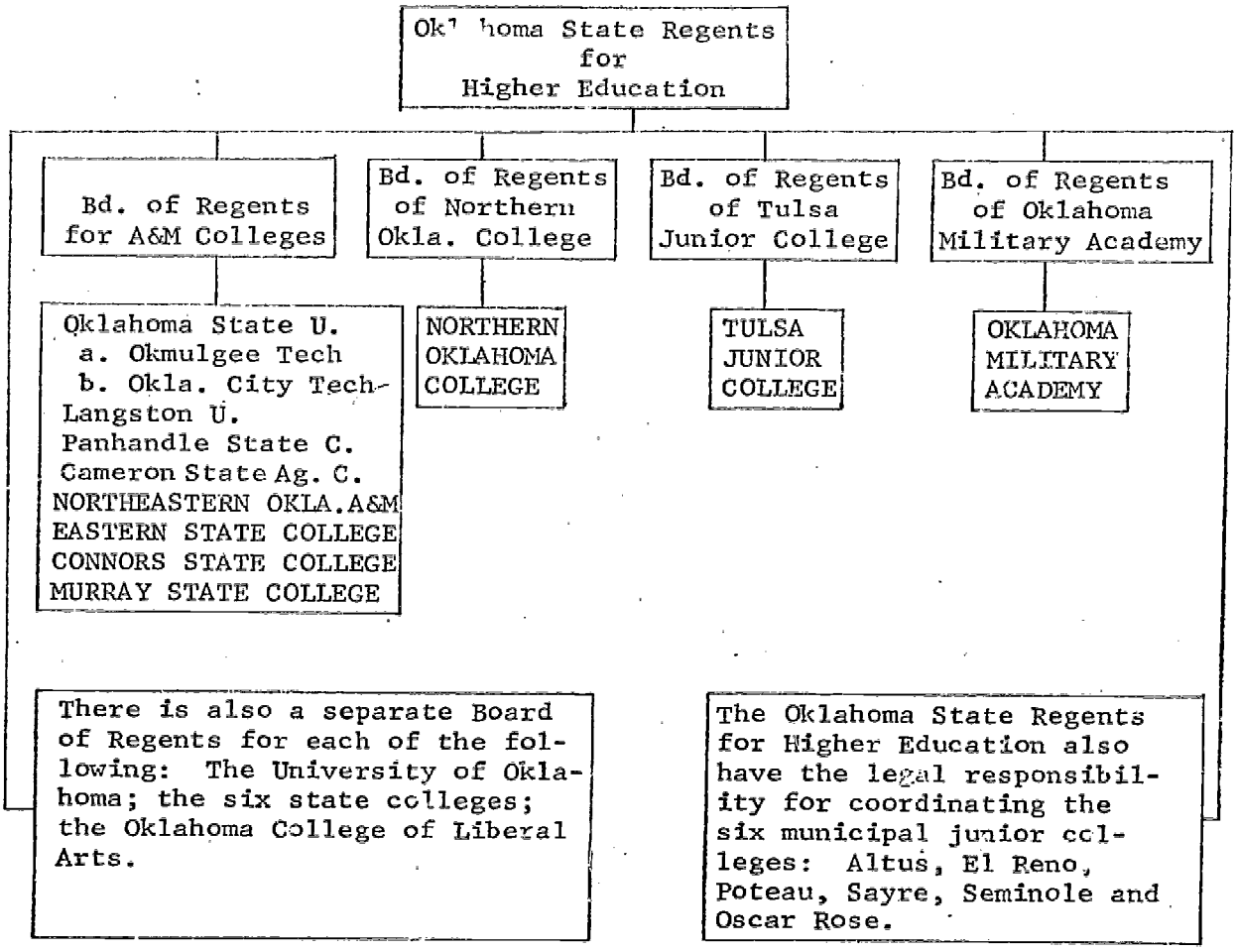
With these additions, there are now seven state-supported junior colleges and six municipal junior colleges in the Oklahoma State System of Higher Education, a unified system coordinated by the Oklahoma State Regents for Higher Education. This coordinating board of control, established by a state constitutional amendment in 1941, was one of the first "superboards" in the country. Administrative control for each of the 19 state-supported institutions of higher education (seven junior colleges, three universities, and nine state colleges) is vested in a governing board of regents, but some boards are responsible for more than one institution. Figure 1 illustrates this state system of coordination, with the state-supported junior colleges listed in capital letters. The reader will note that four of these seven colleges have a common governing board - the Board of Regents for the Oklahoma Agricultural and Mechanical

[1]The legal maximum allowance permitted in state appropriations to municipal junior colleges is one-half of that allocated to state two-year colleges per full-time-equated student.

Colleges. The other units of this board are Oklahoma State University - the land-grant institution, Panhandle State College (of Agriculture and Applied Science), and Cameron State Agricultural College - a junior college until 1967. Many of these units have retained their agricultural function and training programs, but in no case does this function now dominate their activities.

Figure 1

OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION



At this point in time, the Oklahoma junior colleges vary widely in their ability to meet the needs of their communities for education beyond the high school. To be sure, most state-supported junior colleges and some of the municipal junior colleges provide basic general education courses, college transfer and occupational programs, and compensatory or remedial instruction; but weaknesses have been noted in the preceding functions as well as in the areas of adult or continuing education, guidance and counseling, community service, and articulation with other educational levels.

As one of their designated functions, the junior colleges may provide on-campus adult education; but off-campus adult education, in the area served by the junior college, has historically been the responsibility of the senior institutions regardless of whether the offering is at the upper division or lower division level.

Although all junior colleges offer some sort of guidance and counseling services for their students, some services are less effective than others, even to the point that they have been described as existing largely in name only.[1]

For a brief description of the academic aptitudes of the junior college freshmen, and their counterparts in the senior institutions, Table 1 gives the percentage distribution of ACT composite scores for entering freshmen in the Fall of 1967. Although there is a wide distribution of composite scores in each type of institution, the generally wider range of scores - and lower mean scores - should

[1] Junior College Education in Oklahoma. Oklahoma City: Oklahoma State Regents for Higher Education, 1970, p. 27.

Table 1

PERCENTAGE DISTRIBUTION OF ACT COMPOSITE SCORES FOR OKLAHOMA COLLEGE FRESHMEN, FALL 1967

Institution	ACT Composite Standard Score Categories[a] 1-20	21-36	Mean ACT Score
State Universities			
U. of Oklahoma	36%	63%	22.0
Okla. State U.	43	57	21.1
Langston U.	97	2	11.4
State Colleges			
Central State C.	76	24	17.2
East Central S. C.	68	32	18.1
Northeastern S. C.	74	26	17.4
Northwestern S. C.	68	32	18.0
Southeastern S. C.	76	24	17.3
Southwestern S. C.	66	34	18.6
Panhandle S. C.	67	33	17.9
Cameron State Ag. C.	75	25	17.0
State Junior Colleges			
Northeastern Okla. A&M	77	23	17.2
Eastern S. C.	86	14	15.0
Connors S. C.	89	11	14.6
Murray S. C.	90	10	14.9
Northern Okla. C.	77	23	16.7
Okla. Military Acad.	75	25	16.3
Municipal Junior Colleges			
Altus J. C.	71	29	17.7
Poteau	81	19	15.9
El Reno	--	--	----
Sayre	--	--	----
Seminole	--	--	----

[a] A composite standard score of 21 or better places a student in the upper one-half of college-bound students nationally.

SOURCE: Counselors' Guide: Oklahoma Higher Education. Oklahoma State Regents for Higher Education, 1969, p. 16. The Regents' office is now requesting Fall, 1969 ACT scores for inclusion in their proposed 1971 Counselors' Guide.

be noted for both the junior colleges and state colleges. Under the 1967 guidelines of the Oklahoma State Regents, the junior colleges will admit any high school graduate and special students who are not high school graduates.

Once admitted to the institution (and approximately 67 per cent of the high school graduates continue their education) it is somewhat difficult to determine precise retention rates in the junior colleges and senior institutions since no state-wide studies have been published on this matter since 1964.[1] Because students may transfer to other colleges before completing a two-year program, transfer into a two-year institution, enroll in a one-year occupational program, register as part-time adults, or drop out, the following figures in Table 2 only give an estimate of the retention rate from the freshman to the sophomore years for 1967, 1968, and 1969. (Fall enrollment figures in the junior colleges for 1967 and 1969 are also included in Table 2.) There does not appear to be any appreciable gain in the retention rate for these years, except in the municipal institutions where only 21.7 per cent of the junior college students were enrolled in 1969. Enrollments in all junior colleges increased by 19.4 per cent (from 7,835 to 9,358) and associate degrees awarded increased 36.1 per cent from 1967 to 1969.[2]

It is also interesting to note the pattern of lower division college enrollments in Oklahoma in the same period (1967-1969) and over a longer period of time (1959-1969). Although enrollments in

---

[1] John J. Coffelt and Dan S. Hobbs, In and Out of College: A Longitudinal Study of the 1962 Freshman Class in Oklahoma Colleges. Oklahoma City: Oklahoma State Regents for Higher Education, 1964, 120 pp.

[2] Three branches of the Oklahoma State University also offer certificate and associate degree programs in over 60 vocational and technical areas. Enrollment in these programs in 1969 was 4,113 - an increase of 17.1 per cent over the 3,511 enrolled in 1967.

Table 2

RETENTION RATE IN OKLAHOMA PUBLIC JUNIOR COLLEGES FROM FRESHMAN TO SOPHOMORE YEARS, FALL 1967, 1968 AND 1969; FALL ENROLLMENT, 1967 AND 1969

Institutions	Fall Enrollment 1967	Percent Retention Rate From Preceding Fall Fall, 1967	Fall, 1968	Fall, 1969	Fall Enrollment 1969
State Universities (3)	---	83.7	81.7	72.7	---
State Colleges (9)	---	72.2	69.6	65.2	---
State Jr. Colleges (6)					
Northeastern	2,089	62.8	62.3	53.7	2,420
Eastern	1,135	63.6	62.9	53.1	1,286
Connors	653	62.6	59.8	64.2	749
Murray	716	51.4	62.4	55.2	757
Northern	1,074	57.5	82.7	72.0	1,338
O.M.A.	683	18.4	24.5	32.1	777
sub-total	6,350	53.0	59.9	54.5	7,327
Municipal Jr. Colleges (5)					
Altus	535	46.9	34.9	49.6	638
Poteau	311	44.9	64.9	48.8	367
El Reno	341	30.9	45.6	48.3	437
Sayre	208	42.9	36.2	49.2	230
Seminole	90	21.8	49.3	94.4	359
sub-total	1,485	38.9	46.2	51.5	2,031
TOTAL	7,835				9,358

SOURCE: Junior College Education in Oklahoma. Oklahoma City: Oklahoma State Regents for Higher Education, 1970, p. 42; and Enrollments in Oklahoma Higher Education. Oklahoma City: Oklahoma State Regents for Higher Education, semi-annual.

the junior colleges almost doubled between 1959 and 1969, the figures in Table 3 indicate that the state colleges and universities continued to enroll approximately 81 per cent of the lower division students over the years. The 19.2 per cent (9,358) enrolled in the junior colleges is reduced to 11 per cent of the total student enrollment of 85,332 in public institutions in 1969.[1]

[1]There were also 17,665 students enrolled in private institutions in 1969, or 17.2 percent of the 102,987 students enrolled in all institutions of higher education in Oklahoma. Of the 17,665, 2170 (21.3 percent) were enrolled in five private junior colleges.

Table 3

NUMBER AND PERCENTAGE OF LOWER DIVISION COLLEGE ENROLLMENTS, BY TYPE OF PUBLIC INSTITUTION, 1959, 1967, AND 1969

Type of Institution	1959 Enrollment (%)	1967 Enrollment (%)	1969 Enrollment (%)
State Universities (3)	11,464 (45.0)	18,771 (41.0)	20,182 (41.4)
State Colleges (9)	9,317 (36.6)	19,157 (41.9)	19,207 (39.4)
State Junior Colleges (6)	3,814 (15.0)	6,350 (13.9)	7,327 (15.0)
Municipal Jr. Colleges (5)	860 (3.4)	1,485 (3.2)	2,031 (4.2)
TOTAL	25,455	45,763	48,747

SOURCE: The Role and Scope of Oklahoma Higher Education. Oklahoma City: Oklahoma State Regents for Higher Education, 1970, p. 28; and Enrollments in Oklahoma Higher Education. Oklahoma City: Oklahoma State Regents for Higher Education, semi-annual.

One reason for this relatively slow growth of the junior colleges is the lack of occupational program opportunities in these institutions, particularly in the municipal junior colleges. Table 4 is a listing of the number of occupational programs available at each of the junior colleges.

Table 4

NUMBER OF OCCUPATIONAL PROGRAMS AT EACH OKLAHOMA JUNIOR COLLEGE

Institution	Programs
Northeastern	15
Eastern	14
Connors	5
Murray	8
Northern	6
O.M.A.	-
Altus	-
Poteau	5
El Reno	1
Sayre	5
Seminole	-

SOURCE: Counselors' Guide: Oklahoma Higher Education. Oklahoma City: Oklahoma State Regents for Higher Education, 1969, p. 32.

With such a large percentage of high school graduates going on to some form of post-high school education, and with their wide range of abilities and academic aptitude, one would expect more than 20 per cent of the junior college students to be enrolled in occupational training programs.[1] Those who have worked closely with the junior colleges are aware that many of these students should be pursuing other study objectives. But another reason for the relatively slow growth of the junior colleges has been the predominant value system - among both students and parents - which grants status to the academic and to the higher degree, but which has yet to fully understand or accept the community college concept and the contribution of occupational education.[2] There is some evidence that the various publics of the state system of higher education do not wholeheartedly endorse many of the accepted goals and functions of the junior colleges. In one of their self-study reports on higher education, the State Regents' office distributed a questionnaire to a state-wide sample of faculty, students, alumni, and leading citizens. The survey listed 65 statements concerning the appropriate goals and/or functions for Oklahoma higher education, and the respondents were to indicate their agreement or disagreement with the function.[3] There was sub-

[1] Junior College Education in Oklahoma. Oklahoma City: Oklahoma State Regents for Higher Education, 1970, p. 28. In submitting their budget requests to the State Regents the state-supported junior colleges are allowed to include 25 per cent of their projected student credit hours in the Technical programs (at a higher cost than academic programs), regardless of whether this number will actually be produced.

[2] Northern Oklahoma College: A Self-Study. Tonkawa, Oklahoma: Northern Oklahoma College, 1967, pp. 10-11.

[3] Goals for Oklahoma Higher Education. Oklahoma City: Oklahoma State Regents for Higher Education, 1966, pp. 41-52.

stantial agreement when the four groups responded to the statement "An 'open door' (non-limited) admission policy should operate in all public junior colleges." The results were as follows, with the total number of respondents for each group in parenthesis:

Group	Per cent Agree	Per cent Disagree	No Opinion
Faculty (1810)	68.6	26.9	4.5
Students (327)	55.3	40.1	4.6
Alumni (540)	65.0	31.3	3.7
Citizens (87)	71.3	27.6	1.1

The respondents felt that post-high school education in these institutions should not be limited to transfer programs since trade and technical education programs were also believed to be at the collegiate level (except by 30 per cent of the faculty vs. 18 per cent of all other respondents). These programs, plus adult or continuing education, "should be conducted in specialized collegiate-level institutions such as community colleges". Here again, almost 17 per cent of the faculty respondents disagreed with this statement. Although all groups of respondents were quite willing to have the state provide higher educational opportunities "with the lowest possible cost to the student," the following figures indicate that they were not that willing to provide "a state program of financial support for the municipal junior colleges:"

Group	Per cent Agree	Per cent Disagree	No Opinion
Faculty (1802)	36.3	45.2	18.5
Students (325)	56.3	24.9	18.8
Alumni (538)	48.3	32.7	19.0
Citizens (86)	48.8	34.9	16.3

Unfortunately, the report did not give any further breakdown of the faculty responses by type of institutional affiliation. In order to determine if these attitudes - and others - currently existed, to some degree, on the part of the faculty members now teaching in the Oklahoma junior colleges, a survey was sent to all identifiable state and municipal junior college faculty members in the Spring of 1970.

The junior college faculty in Oklahoma

The survey was an attempt to describe the personal and professional characteristics of the present junior college faculty, and their attitudes and values concerning the community/junior college movement in the state and in the nation.[1] Individual catalog listings of the faculty were verified by the academic deans of each institution and a total of 361 full and part-time faculty received the questionnaire. More than 64 per cent of the faculty completed the survey in the six state and five municipal institutions.[2] Of the 232 respondents, 171 (73.7 per cent) classified themselves as full-time faculty and 61 were part-time faculty.

Table 5 lists the faculty response by institutional control.

---

[1]The author is deeply indebted to Professor Leland L. Medsker, director of the Center for Research and Development in Higher Education at the University of California (Berkeley), for permission to use most of his survey developed for use in a nation-wide study of junior college faculty. The results of his study are to be published in The Junior College: Progress and Prospect (New York: McGraw-Hill, 1971).

[2]Based upon length of employment, sex, teaching division, and location of institutions awarding the bachelor's and/or master's degree, the 129 non-respondents differed little from the respondents in this survey.

Table 5

OKLAHOMA JUNIOR COLLEGE FACULTY SURVEY RESPONSE, BY INSTITUTIONAL CONTROL

Institutional Control	Potential Respondents	Respondents	Percentage Received
State-supported institutions (6)	283	189	66.8
Municipal institutions (5)	78	43	55.1
TOTAL	361	232	64.3

The faculty and their personal characteristics

An analysis of the personal characteristics of the "typical" junior college faculty member - and his colleagues - suggests that he (71 per cent are male) has been teaching in his present position from one to three years. Over 49 per cent have been employed for this length of time with another 19 per cent employed four to six years, and 13 per cent employed 15 or more years. He is 38 years old and is teaching in the Physical and Biological Sciences (24 per cent); in the Social Sciences and Humanities (48 per cent); or in the Occupational programs (28 per cent). He has had from one to four years of teaching experience in the high schools and a large number of his colleagues (28 per cent) have had nine or more years of high school experience. Many of the respondents (38 per cent) also had experience in the elementary and junior high schools and some 16 per cent had taught in a four-year college or university for two years.

Three out of five of the respondents have never been a student in a junior college (141 out of 232) but 41 of them had earned an associate's degree, usually at an Oklahoma junior college. Our typical faculty member had a bachelor's degree (95 per cent), and it was awarded by an institution in Oklahoma (79 per cent). Almost 81 per cent have their master's degree[1] and 69 per cent (129 out of 187) received it in Oklahoma. The next state to award the most degrees was Kansas, where 7 per cent received the bachelor's degree and 11 per cent the master's degree. Eight faculty members had earned the doctorate.

Immediately before he was employed in his present position he was either teaching in the high school (56 per cent) or was a graduate student (15 per cent). Very few of his colleagues were faculty members in a four-year college or university immediately before coming to the junior college (5 per cent), and 3 per cent were employed in another junior college. The remainder were either members of the armed services, self-employed, or employed in business, industry or other educational organizations. These percentages are approximately the same for faculty employed in the last nine years.

His reasons for leaving his former position were many and varied, but he usually came to the junior college for higher yearly pay, a preference for older students, or for more independence in his work. Secondary reasons were the opportunity for increased responsibility, better hours, and advanced subject content. He is reasonably satisfied in his present position (22 per cent were completely satisfied,

[1] In a national study of junior college teachers in 1967-68, Reynolds found that 69 per cent of the faculty had earned the master's degree. James W. Reynolds, The Comprehensive Junior College Curriculum, Berkeley: McCutchan Publishing Corp., 1969, p. 13.

another 56 per cent were well satisfied). Some 14 per cent of his colleagues are a little dissatisfied or very dissatisfied, with almost 21 per cent of the faculty in the Social Sciences and Humanities expressing dissatisfaction. If he had his choice, and if salary schedules, promotion opportunities, retirement benefits, job security, and other factors were equal, he would still prefer to be employed in the junior college (66 per cent) instead of a four-year college (23 per cent) or university (9 per cent). Only 2 per cent would return to the high schools - if they had their choice. At this point in our discussion, it is interesting to note that even 21 per cent of the faculty in the occupational division would prefer to be employed in a four-year college.

Before examining the values and attitudes of these faculty members concerning various aspects of the community/junior colleges, it should also be noted that there were very few differences between the state-supported and municipal junior college faculty in Oklahoma. Because the municipal institutions are a part of the common schools financial structure, there were more part-time junior college teachers at these institutions. Only 23.8 per cent of the respondents at the state-supported institutions were classified as part-time faculty (45 out of 189), while 37.2 per cent (16 out of 43) of the faculty at the municipal institutions were part-time. The remaining time of many municipal faculty was usually spent teaching senior high school courses. There were also more females at the municipal institutions (39.5 per cent vs. 26.5 per cent at the state-supported institutions).

As has already been discussed, there are very few occupational programs at the municipal institutions, consequently only 18 per cent

of these faculty (vs. 30 per cent in the state institutions) were employed as teachers in the occupational programs. Fifty-nine per cent were teaching in the social sciences, whereas 46 per cent were in the social sciences in the state junior colleges. One final difference: 55 per cent of the municipal faculty had once been students in a junior college (vs. 36 per cent of the faculty in the state-supported institutions).

The faculty and their programs

After completing the data concerning their personal characteristics and professional education, the faculty were then presented with a series of statements concerning their views on the types of programs which might be offered by community colleges. They were asked to indicate which of the programs were essential, optional, or inappropriate for the junior college. Here is an example of one statement:

Type of Program	Essential	Optional	Inappropriate
The first two years of traditional college education for competent students who expect to transfer thereafter to 4-year colleges, universities or professional schools.	83.9%	15.2%	0.9%

Almost 84 per cent of the respondents believed that the transfer programs were essential for the junior college and another 15 per cent felt that they should be optional. There were no discernable differences in the responses given when examining the faculty in

terms of age, sex, length of employment, employment status (full-time or part-time), type of institution, previous teaching experiences, and numerous other variables. However, almost one-half (17 out of 35) of those respondents who felt that they should be optional programs were teaching in the occupational programs division. Another statement was:

Type of Program	Essential	Optional	Inappropriate
Two years of specialized education (combined with some general education) at the semi-professional or technical institute level which prepares students for positions in technological, health, business, and other fields.	68.0%	30.3%	1.7%

In contrast to the first area concerning transfer programs, 68 per cent of all respondents believed that occupational programs were essential in a junior college. It is interesting to note the spread of faculty responses by teaching division. Almost 78 per cent of those faculty teaching in occupational programs believed these programs to be essential; 62 per cent of the faculty in the Biological and Physical Sciences, and almost 70 per cent in the Social Sciences and Humanities felt this way. These occupational programs were not believed to be as appropriate by the municipal faculty (60 per cent) as they were by the faculty in the state-supported institutions (69.5 per cent). Although the Social Sciences and Humanities faculty were not as satisfied with their employment in the junior college as were the faculty in the other teaching divisions, their dissatisfaction could not be traced to their acceptance of the type or length of the

occupational programs.

The next series of statements were also concerned with occupational programs, but at the skilled or semi-skilled level, at the vocational-technical level, and offered for various lengths of time.

Type of Program	Essential	Optional	Inappropriate
Two years of specialized education (combined with some general education) which prepares students as skilled and semi-skilled workers in fields such as the building trades, auto mechanics, and business.	49.3% (68.3)	44.1% (30.0)	6.6%
Programs similar to those outlined above, but less than two years duration.	21.1% (40.7)	51.6% (44.1)	27.3%

The percentage of responses suggests that these types of programs become less essential and more optional - and even inappropriate to some - as the difficulty and the length of the training program is decreased. To be sure, the faculty in the occupational programs (figures in parenthesis) believed these programs to be more essential than the other faculty; but even their emphasis shifted as the length of the training program decreased. If other types of adult vocational classes were offered for inservice training, for the retraining of adults, or for apprentice training, the faculty believed that such programs should be optional (60 per cent) or inappropriate (27 per cent).

In examining their attitudes concerning adult education on a collegiate level, their responses again indicated that such programs were an accepted part of the junior college curriculum.

Type of Program	Essential	Optional	Inappropriate
Courses for adults in such subject fields as the humanities, social sciences, natural sciences.	61.7%	37.0%	1.3%

Such programs become more optional (55.5 per cent) and less essential (41 per cent) to all faculty when courses for adults are focused on their own concerns and problems; for example, parent education, investments, or public affairs.

These areas are somewhat related to the community dimensions of the community college, and other statements were posed that pertained directly to this function.

Type of Program	Essential	Optional	Inappropriate
Sponsorship by the college of community events such as public affairs forums, concerts, plays.	49.6%	43.9%	6.5%
Use of college facilities by community groups, for little or no charge	44.9%	44.5%	10.6%

Again, such programs were not as essential as were the transfer and two-year occupational programs. Although there was some disagreement as to what are the essential functions of a junior college, 72.5 per cent of the faculty agreed with the general statement that "the junior college should offer a flexible program which can be adjusted to the needs of society, unhampered by conventional notions of what constitutes higher education". They believed that there was room for both the transfer and occupational programs on the same campus since almost 86 per cent rejected the following statement:

> A junior college should have either an academic program or a vocational program, but not both. That is, there should be two distinct kinds of junior colleges - one to offer traditional lower division college work, the other to offer semiprofessional and vocational training.

Those faculty who were dissatisfied with their employment in the junior college also rejected this statement (69.7 per cent), but not as strongly as those faculty who indicated they were satisfied. They also accepted the statement concerning "a flexible program which can be adjusted to the needs of society" (65 per cent vs. 74 per cent who were satisfied).

In retrospect, it appears that there is some disagreement among the faculty concerning program offerings in the junior colleges; but the disagreement is on the emphasis to be given to the programs (essential vs. optional), rather than the types of programs themselves. In no case did more than 27 per cent of the faculty suggest that any one type of program was inappropriate for the junior college. However, they did indicate that faculty participation in the planning of curricula was either moderate (48 per cent) or minor (18 per cent). The remaining 34 per cent believed faculty participation to be "great". When asked to indicate what the faculty participation should be in planning curricula, 48 per cent felt it should be increased and the other 52 per cent felt it should "stay as is". All three teaching divisions desired an increase in participation, with almost 60 per cent of the faculty in the Social Sciences and Humanities suggesting an increase (from an original estimate of "great" participation by 30 per cent of this faculty). Here is a sample of how this question appeared on the survey:

FACULTY PARTICIPATION IS NOW:			(TOPIC)	FACULTY PARTICIPATION SHOULD:		
Minor	Moderate	Great		Be increased	Stay as is	Be decreased
			Planning Curricula			

When the faculty were asked to estimate their present degree of participation in "determining college philosophy, purposes, and objectives", 36 per cent felt it was minor and another 49 per cent believed it was moderate. Almost 60 per cent thought that faculty participation in this area should be increased. Only 15 per cent believed that their participation was already "great".

Part of this increased desire for planning curricula and determining college purposes and objectives may be traced to the belief that 55 per cent of the faculty agreed that "four year colleges and universities play too great a role in determining junior college programs". This feeling was stronger (68 per cent) in the faculty of the Physical and Biological Sciences. It is interesting to note that 58 per cent of the faculty in the Social Sciences and Humanities disagreed with this statement. Perhaps another reason for indicating that faculty participation should be increased in these areas was the confusion in answering the question "Who has the most powerful voice on your campus in determining the educational program of your college?"

The president of the college	33.3%
The academic dean	21.2
State Regents for Higher Education	13.1
Board of Regents (for state-supported institutions)	20.0
Board of Education (for municipal institutions)	11.6
The heads of departments	7.7
The faculty	2.7

From this listing one can see that there was no real agreement as to who determines the educational program.

The faculty also felt that it had a minor role (68.6 per cent) in selecting new faculty members and promoting and retaining them, and 46.2 per cent believed that their participation should be increased.[1] Almost 63 per cent perceived a minor role in "adopting faculty salaries and welfare provisions", and here again 66 per cent desired an increased voice in this matter. Through all of this discussion, it is apparent that the junior college faculty in Oklahoma wish to be considered as equal partners in the administrative processes that effect their personal welfare and academic profession.[2] Although 95 per cent of the faculty believed that "junior college instruction is usually as good as, if not better than, lower division teaching in most four-year colleges and universities", only 56 per cent believed that "the administration of a junior college is more likely to give recognition to a good teacher than is a four-year college or university". Indeed, only 45 per cent of those in the Social Sciences and Humanities agreed with this statement. The reader will recall from a previous discussion that this faculty was the more dissatisfied group in the junior college and would be less

---

[1]Eighty-six per cent now believe they have a minor role in the selection of administrators, but 49 per cent prefer a similar role in the future while 51 per cent prefer that their participation in this area be increased.

[2]Although the faculty are evenly divided on the question of academic rank in their colleges, they are not quite ready to match the 106 different issues in the collective bargaining contract negotiations of 16 New York community colleges! See "Issues in Contract Talks at 2-Year Colleges", The Chronicle of Higher Education, July 6, 1970, p. 5.

likely to remain at the institution if a position were available in a four-year college or university.[1]

The faculty and their students.

The first part of this discussion will concern faculty perceptions of admissions standards at their junior colleges. Here are three general statements that centered on this matter:

Statements	Agree	Disagree
Junior colleges should admit any high school graduate.	73.4%	26.6%[2]
Scholastic entrance requirements for junior colleges are too low for the most part.	23.8%	76.2%
Junior colleges should admit non-high school graduates 18 years of age or older who, on the basis of tests and past performance, may reasonably be expected to succeed in the programs they choose.	92.5%	7.5%

For the most part, the faculty were satisfied with junior college admissions requirements, although more than half (51 per cent) thought there was too much stress on the quantity of students and

[1]Although they might prefer to be employed in a four-year institution, they joined their colleagues in firmly rejecting the notion of their own two-year college becoming a four-year college. Part of the reason for the 80 per cent rejection rate may have been due to Cameron State College's inability to meet its dormitory bond obligations because of low enrollments. Cameron was converted from a two-year to a four-year institution in 1967.

[2]It should be noted that "any resident of Oklahoma who (a) is a graduate of an accredited high school and (b) has participated in the American College Testing Program is eligible for admission to any of the two-year colleges in the Oklahoma State System of Higher Education". Junior College Education in Oklahoma. Oklahoma City: Oklahoma State Regents for Higher Education, 1970, pp. 38-39.

not enough on the quality. Fifty-eight per cent believed that their own participation in "establishing standards of student admission and retention" was minor and 60 per cent would like their participation to be increased. Once the student is admitted to the college, many of the faculty had some reservations concerning admissions to certain programs or courses. Even though 62 per cent believed that both transfer students and terminal students should meet the same college entrance requirements, 38 per cent of the respondents still felt that admission to the transfer programs "should be based on minimum performance on ability and aptitude tests". Interestingly enough, it was the occupational faculty that desired higher entrance requirements for all students, with no differentiation for admission to specific programs. This may be their way of indicating a distaste for a system that continues to group students by ability and aptitude testing. Once the student is in college, almost one-half of the occupational faculty believed that "a junior college student whose grade average is below a 'C' for more than two semesters should be dismissed by the college". Only one-fourth of their colleagues would take such action. Those in the Physical and Biological Sciences felt that the junior college entrance requirements were somewhat low, but their solution was to require "remedial high school level courses for junior college students whose academic record makes them ineligible to enter directly into conventional college courses".

Almost 56 per cent of the faculty would like one-fourth of the terminal programs to be devoted to general education, and another 31 per cent believed that one-half of the terminal program should con-

sist of general education. There was very little disagreement on this question regardless of the division where the faculty were teaching; but when they were asked if there should be "two separate general education programs: one for technical-vocational students, and one for students intending to transfer", almost 68 per cent of the faculty agreed with this statement. The responses by teaching division are quite revealing:

Teaching Division	Agree	Disagree
Physical and Biological Sciences	58.0%	42.0%
Social Sciences and Humanities	77.0	23.0
Occupations	59.7	40.3
Average	67.6%	32.4%

Again it is the faculty in the Social Sciences and Humanities who were somewhat at odds with their colleagues. More of them saw a need for a different (not necessarily better) type of general education program for the transfer students. They also saw less of a need for remedial high school level courses. Indeed, 15 per cent of them thought such courses were inappropriate in a junior college. Almost 70 per cent of their colleagues in the physical and biological sciences - and in the occupations - endorsed such courses as essential offerings.

In turning our discussion to the counseling and guidance function of the junior college there was more general agreement among all divisions as the faculty reacted to a series of statements or questions concerning this most important area. The lack of agreement on the perceived effectiveness of this function is quite revealing.

Statement	Agree	Disagree
Junior college counseling generally consists of little more than helping students to arrange class schedules and meet curriculum requirements.	49.6%	50.4%

Question

Would you consider the guidance and counseling function at your present institution to be:

excellent	3.5	per cent selected this option
good.	22.1	
average	40.7	
poor.	30.0	
no opinion.	3.7	
TOTAL	100.0	

Needless to say, 61 per cent of the faculty would like more of a voice in "determining the objectives and nature of student guidance and counseling", since only 11 per cent estimated that their participation was now great. They were not so willing to become involved in the day-to-day operations of "setting and enforcing standards of student conduct or resolving student grievances". Eighty-five per cent saw their participation as minor or moderate and only 36 per cent believed their participation should be increased. As one faculty member put it, "who in h--- has time!"

The faculty were also asked to react to a series of statements concerning student activities in various areas.

Statements	Agree	Disagree
The college should encourage on-campus appearances by persons of divergent political and social philosophies, so that students may hear a variety of viewpoints, and judge the worth of each.	52.0%	48.0%

Statements	Agree	Disagree
Students should hold seats on college committees, not simple as observers, but as voting participants.	49.7%	50.3%
Junior college students are capable of organizing and operating on-campus clubs and activities with little or no faculty supervision.	27.6%	72.4%

As might be expected, the Social Sciences and Humanities faculty offered more encouragement (62 per cent) to the first statement even though they joined their other teaching colleagues in rejecting the second and third statements. Perhaps a partial explanation is the diversity of faculty opinion found in the statement "junior college students are mature and interested in pursuing their education". Fifty-six per cent of the respondents in all divisions agreed but 44 per cent disagreed. There are other internal and external variables that also contribute to this feeling of "paternalism" on the part of the faculty. They were asked the following question:

> In teaching subjects which might require questioning of traditional values, which of these two approaches do you personally feel is the better educational policy for a teacher to follow:
>
> 1._____ After proper discussion, to discuss his own point of view.
> 2._____ To give all sides of the question impartially without revealing his own views.
> 3._____ Hard to decide.

Almost 52 per cent of the faculty selected approach #2. This percentage remained the same for all teaching divisions, for all ages, regardless of the length of employment, previous employment, and satisfaction or dissatisfaction with their present position. Thirty-seven per cent of the junior college faculty in Oklahoma would use approach #1.

But perhaps it is not so surprising that a large majority of faculty would not give the students more independence in their curricular and extra-curricular activities. They themselves do not feel that they have a very large voice in determining the educational programs of their college or in participating in their own personnel policies. Although there were no questions concerning academic freedom on the survey, the faculty were aware that two senior institutions had been censured by the AAUP in the last 18 months (Central State College in 1969 and Oklahoma State University in 1970); and that the president of the University of Oklahoma was almost released by his Board of Regents in June of 1970 when the governor expressed dissatisfaction with the handling of student demonstrations on the campus after the Kent State killings and Cambodian invasion in the Spring of 1970. The Governor subsequently appointed one of his former legislative aides to the Board and the president resigned, charging that political interference in the university's affairs "starkley represents the spirit of repression now running rampant ... among us."[1] An earlier study by the State Regents' office contained the statement "There is an anti-intellectual climate in Oklahoma."[2] The answer to this item (with the total number of respondents in parenthesis) suggests the magnitude of the problem at that time:

Group	Per cent Agree	Per cent Disagree	No Opinion
Faculty (1803)	41.4	43.2	15.4
Students (325)	43.4	43.1	13.5
Alumni (537)	34.8	49.9	15.3
Citizens (89)	22.5	68.5	9.0

[1] "Holloman Quits at Oklahoma; Politics Blamed", The Chronicle of Higher Education, August 3, 1970, p. 8.

[2] Goals for Oklahoma Higher Education. Oklahoma City: Oklahoma State Regents for Higher Education, 1966, pp. 44-52.

Along with specific instances of speakers being banned on university campuses, Oklahoma is now losing its image of being the nation's "dust bowl", and rightly so; but it is rapidly becoming "easy rider" country. One gubernatorial candidate, if elected, would like "to bring Oklahoma kicking and screaming into the 20th century".[1]

Conclusion

What is the solution to making the junior colleges - and all other institutions - more responsible and integral parts of higher education in Oklahoma? Whatever comes first in defining excellence in higher education, money runs a close second. Money for faculty salaries, for counseling and guidance services, for administrative and maintenance services, for planning and coordination (and research) at the state level. If Oklahoma continues to increase its appropriations for higher education in the next ten years as they have been increased in the last decade, the state will just be re-affirming its commitment to quantity education.[2] Faculty salaries in the junior colleges and the universities continue to lag behind the regional and national averages.[3]

---

[1]"Baggett Sees Need for Tax Increase", The Stillwater News-Press, July 16, 1970, p. 16.

[2]M. M. Chambers. Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1969-1970. Washington: National Association of State Universities and Land-Grant Colleges, 1969, p. 3; also "Financial Malnutrition in Public Higher Education", The Journal of Higher Education, 41:140-47, February, 1970.

[3]College and University Salaries in Ten Mid-Western States: 1968-69 Academic Year. Oklahoma City: Oklahoma State Regents for Higher Education, 1969, p. 10.

Since the state already has approximately 67 per cent of its high school graduates going on to some form of post-high school education, it is time to pay more attention to the occupational program opportunities available to the students in the junior colleges. Historically, the junior colleges have stressed the transfer function; but in recent years several have attempted (albeit slowly) to provide more post-secondary opportunities in occupational education. Some have employed occupational education specialists to identify and develop such programs, and the Tulsa Junior College will open its doors in September, 1970 with 18 programs on the books in occupational education.[1] The state is also producing a number of valuable publications concerning immediate and projected occupational manpower needs in each of 11 manpower regions in Oklahoma.[2] Many of these needs could be met with the establishment of occupational programs in existing junior colleges. However, it is possible that the junior colleges will not have a strong role in the development of training programs since there have been a number of post-high school programs established in many of the 15 new area vocational-technical high schools in the last three years. The concept

---

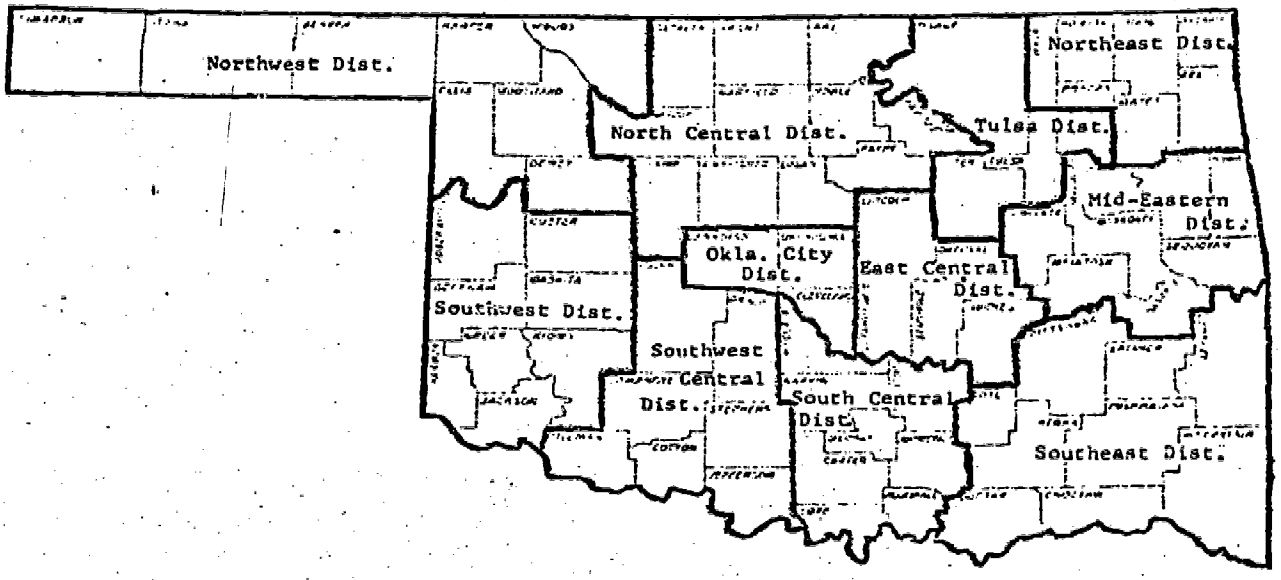
[1] With 23 per cent of all employed technicians in the state of Oklahoma, the Tulsa area had no publicly supported, post-high school technical education services at the associate degree level before September, 1970. See Maurice W. Roney and Paul V. Braden. Occupational Education Beyond the High School in Oklahoma: Summary Report. Stillwater: Oklahoma State University, 1968, p. 10.

[2] For example, see Paul V. Braden, et.al. Manpower Requirements and Occupational Programs in Oklahoma. Stillwater: Oklahoma State University, 1969, 231 pp.; Paul V. Braden, et.al. Occupational Training Information System: Final Report. Stillwater: Oklahoma State University, 1970, 140 pp.

of differentiated training programs in these two very different types of institutions is not fully recognized in the state of Oklahoma, and junior college consultants[1] to the State Regents have warned that continued duplication of effort and responsibility will result in the perpetuation of mediocre programs. They have recommended that 11 junior college-technical education districts (see Figure 2) be established in approximately the same 11 manpower regions identified by the Oklahoma Employment Security Commission, and that a coordinating council be created in each district to plan and develop all post-high school lower division education.[2]

Figure 2

ELEVEN PROPOSED JUNIOR COLLEGE-
TECHNICAL EDUCATION DISTRICTS IN OKLAHOMA



[1]James L. Wattenbarger, Director of the Institute of Higher Education at the University of Florida; and S. V. Martorana, Vice-Chancellor for Two-Year Colleges at the State University of New York.

[2]Junior College Education in Oklahoma. Oklahoma City: Oklahoma State Regents for Higher Education, 1970, pp. 67-73.

The burden of proof on the value and effectiveness of these occupational programs now rests with the State Regents and the junior colleges as they seek to coordinate their middle-level manpower programs with the area vocational-technical schools that are under the direction of the Oklahoma State Board of Vocational and Technical Education.

Assuming that there is a financial and personal commitment - at the local and state level - for the improved operations of the community junior colleges in Oklahoma, then one must face the attitudes and values of the present junior college faculty. They are already employed. Some of the primary functions of a junior college are not accepted enthusiastically, and many are often believed to be somewhat ineffective.[1] Only 22 per cent of the respondents (51 out of 232) had taken a course dealing specifically with the junior college, and their replies were no different from those who had not completed a course. In other words, both groups were satisfied or dissatisfied with their present position and accepted or rejected the primary functions in equal numbers. For those who had not completed a course (usually the newer faculty members), they believed that the study of junior college students and junior college curricula, along with the role and purposes of the junior college, would be of "great value" or of "some value".

---

[1]For a brief review of studies concerning faculty acceptance of the role and functions of the community junior college, see James L. Morrison, "The Relationship of Socialization Experience, Role Orientation, and the Acceptance of the Comprehensive Community Junior College Concept by Public Junior College Faculty", unpublished doctoral dissertation, Florida State University, 1969, pp. 21-34.

For those already employed,[1] it appears that much more attention should be given to a strong faculty orientation program and a continuous in-service training program where faculty frustrations - and triumphs - could be discussed and shared with their colleagues, perhaps under the direction of a knowledgeable and empathetic (not sympathetic!) university professor.[2]

Perhaps the best way to conclude this discussion is to let the junior college faculty members in Oklahoma speak for themselves. Here are some representative statements from faculty who completed the survey and responded to my invitation to "feel free to make any comments you desire". Their comments are thoughtful, penetrating, and lively - a bonus for any researcher.

> The public must be informed that the junior college should have no two year limit imposed on it. Some students may need three or four years to prepare for the upper division. And there is nothing sacred about a two-year technical program either.
>
> All four-year state schools should accept associate degrees from junior colleges without loss of credit hours to students.
>
> The role and purpose of the junior college has been ignored and misunderstood. Many individual concepts vary from a high school to a vo-tech institution.

---

[1] Graduate training programs have been suggested for the specific preparation of new junior college teachers. See, for example, Arthur M. Cohen and Florence B. Brower. Focus on Learning: Preparing Teachers for the Two-Year College. Los Angeles: UCLA Junior College Leadership Program Occasional Report #1, 1968; and Edmund J. Gleazer, Jr., "Preparation of Junior College Teachers," Educational Record, 48:147-52, Spring, 1967.

[2] Although there is a great amount of inbreeding in the junior college faculty (79 per cent have their bachelor's degree from an Oklahoma institution), this writer is always amazed at the eagerness with which the students in his junior college courses - many are junior college faculty members - seek out information on other state organizational structures and professional societies concerned with their own academic discipline at the junior college level.

We desperately need counselors and other personnel to cope with educational, vocational, and personal problems.

My school, in my opinion, does not offer enough terminal courses. And neither does it offer enough counseling and guidance. These students should be directed into areas where they can succeed. Since they do not receive this guidance, many fail because they simply do not meet the standards for transfer students.

I'm still trying to decide whether I'm teaching in a junior college or taking part in an experiment in Sociology!

It appears to me that the junior college should be an institution of the highest academic requirements. I deeply resent the so-called "open door" policy. I cannot believe that all persons in the United States need or deserve a college education.

Some junior colleges <u>are</u> diluting the standards of American higher education, but I contend that public secondary education is the cause of the problem since we must accept all high school graduates.

Faculty opinions are of little or no consequence in determining educational policy at this college. I feel that the administration of this institution is more interested in appearances than in depth of any program; be it general education or vocational education.

A good teacher can receive recognition anywhere.

I have personally known many worthy and capable students who would have found higher education impossible if our junior college had not been here. We offer opportunity to many who need it most, <u>and isn't that what the junior college movement is all about</u>?